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ABSTRACT

The extent to which teacher education programs had prepared teachers for working with diverse groups of students was studied through responses of 40 California teachers and 35 Kansas teachers to an inventory of teacher attitudes about instructional relations, the Manson Teacher Inventory. The California teachers were from diverse backgrounds and taught a racially and ethnically diverse group of students. The Kansas teachers were selected because of the similarities of their backgrounds and the lack of diversity among their students. Teacher responses show that there is plenty of room for improvement in teacher education. Teachers thought that teacher education programs should teach skills that help teachers get through the early years of teaching. Teachers also expressed the belief that there is a mismatch between what is needed to teach students of different racial and ethnic groups and what they actually learn in teacher preparation programs. Suggestions are made for the improvement of teacher education programs, including enhancing cultural awareness among preservice teachers and providing student teaching at an early point. The Manson Teacher Inventory is included. (SLD)

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Cross-Ethnic, Cross-Racial Dynamics of Instruction Implication for Teacher Education

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Introduction

Since 1954, the American educational system has avoided addressing the fact that many students go their entire school careers without having their special needs met. Instructional dynamics involve all the elements operative whenever one or more persons attempts to provide instruction for others. A dynamic is an evolving entity which emerges under the context of communication in a helping relationship. Above anything else, instruction is an act of communication in which a person more experienced with the content, skills, concepts to be learned than is the persons in the role of learner. Today, it is understood that instruction is much more than a verbal language intended to increase cognition. Whenever the instructor represents one ethnic or ethnic identity and the learner represents another identity during an episode of pedagogy, there is cross-ethnic, cross-racial instruction. This interaction represent unique additional dynamics. The ethnic or racial history of the instructor and the learner will dictate the degree of apprehension, concern, and distortion which may enter such an instructional relationship. Historically, this category of helping relationship have been under-emphasized both in teacher preparation and in the execution of teaching responsibilities. Ethnic and race relations emerge as either positive or negative and they consistently impact the pedagogical experience.

Many people thought that ethnicity and race made no difference in the instructional process. This was when instruction was thought to be a one way street and the learners were to remain essentially passive in the process. Today, instructional researchers concerned with instructional interaction are now declaring the dynamics of cross-ethnic, cross-racial pedagogy.

This study attempted to address certain issues of the growing diversity of the student population. Also, the professional responsibility for serving public education in an attempt to upgrade itself through a multicultural restructuring. A critical view is given to the history (background) or the major experiences of the instructors life, especially the first eighteen years. There is a set of concerns which should be addressed:

1. Are these learners worthy of being taught?

2. How important does the learners appear to be to the future of America?
3. Does the instructor feel that the learners responded adequately to a particular segment of instruction?
4. Can a high level of achievement of both instruction and learning be obtained when preferences for specific learners carry a strong expectation?

Teacher education programs in our universities ultimately may be held accountable for teaching those skills that will help the instructors become more sensitive to teaching across ethnic and racial lines. Any time one's own life is not valued, then the lives of those around him or her are also not valued. Cross-ethnic, cross-racial instruction must seek to empower learners at a level even higher than in same-ethnic, same-race group settings. A understanding of human worth, ethnic literacy, life experiences, economic diversity, gender, and visibility are key to the dynamics of instruction.

Objectives of the Study

The objective of this study was to explore the dynamics of instruction, when the instructor instructs those who are different from the learners ethnically and racially. The dynamics of instruction as they relate to the instructional process. Significantly, the objectives are as follows:

1. To identify learning and socialization factors between the instructor and learner.
2. To discover ways in which education can provide for a more satisfying school experience for students who are ethnically/racially different than the instructor.
3. To discover ways in which teacher education programs can effectively address the needs of such change (competencies).
4. To analyze the importance of cross/ethnic dynamics in instruction.

Limitations of the Study

This study was limited to 40 California teachers and 35 Kansas teachers. The teachers randomly selected for the study were from only one school sample in each state respectively.

The teachers were limited to the responses in the Manson Teacher Inventory, even though a few respondents did respond in writing, which was given as recommendations in the conclusion.

Significance of the Study

The findings of this study may be used by teacher educators, school personnel and other human service facilitators, who are serving those across the ethnic and racial lines. It was the researcher's intent to identify and share the implications with educators of teachers, and others, who hold perceptions of students in a cross-racial setting.

This study served as a beginning effort on researching an area that traditionally is not served well by the colleges and universities in teacher education programs. This crisis of the connection between instructor and learner is only one symptom of the reality of a much larger problem.

University-based teacher education may be able to do much to help future teachers break the bonds of their culture, enabling the future and present teachers to become advocates of multiculturalism.

Methodology

The data was gathered from 40 randomly selected teachers from the state of California and 35 selected teachers from the state of Kansas during the 1994-95 school year. The data gathered was to discover the extent to which the individual subject's teacher education programs prepared them to meet the instructional needs of a growing diverse school population. Also, this was an attempt to examine how instructors work with students who are ethnically and racially different from themselves.

The subjects were certificated teachers from Cajon High School in San Bernardino, California and Alfred Landon Middle School in Topeka, Kansas. The California subjects were selected based upon their diversity as a staff and their exposure to a large diverse (ethnic and race) student population throughout the school. The Kansas subjects were selected based upon their lack of diversity among themselves and the lack of diversity in the student population. Therefore, conclusions were drawn between the two sets of subjects.

Instrumentation

The data was gathered through the **Manson Teacher Inventory** (Likert Style). The inventory is a twenty (20) item qualitative device designed to register teacher opinion about instructional relations with their students and their expectations, when the instructor and learners are of different groups. Also, the inventory was designed to ascertain the instructors opinion about how they prepared to teach. Included in the inventory also is the instructors perception of certain situations which occur in their classrooms where ethnicity or race becomes a factor.

The **Manson Teacher Inventory** also provided voluntary teacher comments. These comments were not intended for data analysis, but they were discussed in the conclusions.

School Sites of the Subjects

The student population was 2,330 at Cajon High School in California. Sixty-three percent represented the racial groups other than the majority group and 37% represented the majority racial group. The racial groups represented were 36% Hispanic, 17% African American, 8% Asian and Pacific Islanders, and 2% Native American.

Landon Middle School in Kansas had a student population of 551, with 76.6% of the student population of the majority racial group and 23.4% of different racial groups. The groups represented were 16% African American, 4.5% Hispanic, 1.6% Native American, and 1.3% Asian American.

THE MANSON TEACHER INVENTORY

DIRECTIONS: This is an Inventory to discover the extent to which your teacher education program prepared you for meeting the instructional needs of a diverse (multicultural) school population. Further, it is an attempt to see how you work with students who are ethnically and racially different from you.

1. The main job of teachers is to transmit the values of a diverse American culture.

2. It is impractical for teachers to tailor instruction to the culturally different students.

3. A lot of my ideas about teaching and learning come from my own experience as student.

4. In my teacher education program, I took all the multicultural courses designed to prepare me for a cross-ethnic, cross-racial teaching position.

5. As a teacher, I possess the skill to turn an ethnic/racial confrontation into a constructive learning experience for all concerned.

6. I regard race relations or ethnic relations as an aspect of the entire school curriculum.

7. Staff development training sessions focusing on how to work with different students are a part of my regular development as a teacher.

8. I emphasize student success rather than student failure--especially in cross-ethnic or cross-racial settings.

9. I would have been more prepared as a teacher of a diverse classroom setting, if I had at least one multicultural course in my teacher education program.

10. My school district does an adequate job of making the teaching staff aware of how to deal with students who are ethnically or racially different from me.

11. I would rather teach students of different racial groups.

12. Multicultural education may be viewed as detrimental to America's educational future.

13. Multicultural education brings us into the realization that our investment in people is the ultimate investment in the future.

14. My instructional efforts, when providing instruction for persons culturally different from myself, may be viewed as adversarial.

15. I have adequate training in cross-ethnic, cross-racial instruction to teach those students different from myself.

16. If I have relatively few students ethnically/racially unlike myself, I tend to interpret their learning behavior as negative rather than as a cultural expression.

17. I should get more training in multicultural education to become a better service deliverer to my students.

18. The ethnically/racially different student learns more effectively, when the teacher is of the same ethnic/racial group.

19. Behavior which is hostile to any other group, or which perpetuate stereotypes of the racially different should not be tolerated in the classroom.

20. My ethnic or racial group has absolutely nothing to do with how I teach those students who are different from myself.

***Please feel free to make any recommendations about preparing perspective teachers for a diverse school population in the space below. Thank you for your participation; It is greatly appreciated.

THE MANSON TEACHER INVENTORY

DIRECTIONS: Please react on the scale 1 - 2 - 3 - 4 - 5 to each item in the MANSON TEACHER INVENTORY. Please identify the degree of appropriateness which you see as a result of your review of the item.

1 - Strongly Agree

2 - Moderately Agree

3 - Neutral (No Knowledge)

4 - Moderately Disagree

5 - Strongly Disagree

Basic Data Directions: Please place an (X) in the appropriate space for each item.

Inventory Items		Inventory Items	
#1 ____	1 2 3 4 5	#11 ____	1 2 3 4 5
#2 ____	1 2 3 4 5	#12 ____	1 2 3 4 5
#3 ____	1 2 3 4 5	#13 ____	1 2 3 4 5
#4 ____	1 2 3 4 5	#14 ____	1 2 3 4 5
#5 ____	1 2 3 4 5	#15 ____	1 2 3 4 5
#6 ____	1 2 3 4 5	#16 ____	1 2 3 4 5
#7 ____	1 2 3 4 5	#17 ____	1 2 3 4 5
#8 ____	1 2 3 4 5	#18 ____	1 2 3 4 5
#9 ____	1 2 3 4 5	#19 ____	1 2 3 4 5
#10 ____	1 2 3 4 5	#20 ____	1 2 3 4 5

Optional Questions; Please respond.

1. Where did you receive your Bachelor Science/Arts degree?

_____

2. Where did you receive your teaching credential?

_____

Conclusions and Summary

The findings of the **MANSON TEACHER INVENTORY** reflected the feelings of teachers towards learning, teaching, and student. The researcher was able to conclude certain aspects of the way teachers reported what they felt about their own teacher education programs, whether they were new teachers or were experienced teachers. Teachers admitted that there is plenty of room for improvement in the way perspective teachers should be prepared to teach students in the growing diverse student population. There was strong feeling about being shown skills that would help them survive the early years of teaching.

Many teachers felt that early exposure to directed classroom activity would be most helpful, especially when they could play the role of the teacher. This would be helpful even before the student teaching experience.

Teachers expressed a mismatch between what is actually needed to teach students of different ethnic/racial groups and what skills are offered them to do the job effectively in in-service or pre-service programs. Correcting the mismatch is the job of the educational planners at school district and university levels. Teachers expressed that some sensitivity should be shown toward students of different ethnic/racial groups. One teacher's comment was that "Too often when perspective teachers are given information about dealing with different ethnic groups, they are given stereotypical information. What's worse, the stereotypical data is done by the same-race presenters." this teacher contends that several materials given to teachers in in-service and pre-service by the presenters and teacher educators neglect to inform teachers of the skills to help teachers survive the teaching profession.

The new developments in teacher education at the undergraduate level and proper staff development will probably results in staffs and students understanding of each other. Certain social instructional skills which promote multicultural behavior would help everyone involved.

Recommendations

Based upon the conclusions of the responses, the following recommendation are offered:

1. The leadership from teacher educators be provided on the dynamics of cross-ethnic, cross-racial instruction in school settings with participation from those who are experienced in that setting. (Early guided practicum)
2. The greater emphasis in human relationship competencies in undergraduate experiences be provided. This is specifically related to race and ethnic relations as part of multicultural collegiate training.
3. The staff development (in-service) emphasize the cross-ethnic, cross-racial elements of specific content areas (English, History, Mathematics, Physical Education,etc.) and how these may be incorporated into daily instruction.
4. Strong collaboration should be implemented between school administrators at the district level, principals, teachers, and staff on cross-ethnic, cross-racial skills so that a greater commitment to diversity and equity exists by all participants.
5. Additional help be provided on culturally-influenced learning styles of students--especially when the student are racially or ethnically different from the teacher.

Implications

The findings of this research support recommendations to universities with teacher education programs, school districts, experienced and perspective teachers.

1. Teacher education programs may need to attend to perspective teachers' understanding of learning, teaching and the inter-connectiveness of how multicultural education can work for them in classroom settings.
2. Teacher education programs might need to promote excellent academic and clinical preparation. The program should pay close attention to the beginning teachers'

understanding and learning of students who are different (ethnically/racially) from themselves.

3. Teacher education programs could be strengthened if they provide a clinical experience (student teaching) as early in their academic programs as possible. There needs to be an emphasis on perspective teachers working closely with students of different ethnic and racial groups.
4. Perspective teachers need the foundational skills, particularly with regards to strategies learning and pedagogical methods, for cross-racial competency and the related skills necessary to address diverse student needs.
5. School districts in cooperation with principals and staff members may need to identify resources that can provide multicultural training through community involvement and interaction with teacher education programs.

Recommendations for Further Study

Additional research should be conducted on cross-ethnic and cross-racial instruction with particular focus on some social-economic factors. Also, research should be conducted on cross-gender instruction. Few studies, other than Sadker and Sadker, have done. Lastly, research should be done to relate cross-racial instructional skills to total teacher education programming.